

handbook

# North Carolina Tests of Computer Skills **Student Handbook**

(For Students Who Entered  
Grade 8 from 2000–2001  
and Beyond)



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## Table of Contents

	<b>Page</b>
<b>I. Questions about the Computer Skills Requirement .....</b>	<b>1</b>
<b>II. Contents of the Computer Skills Test .....</b>	<b>4</b>
<b>III. How to Take the Computer Skills Test .....</b>	<b>5</b>
<b>IV. Test-Taking Strategies .....</b>	<b>7</b>
<b>V. Sample Test Questions .....</b>	<b>8</b>
<b>Answers to Sample Questions: Multiple-Choice Test.....</b>	<b>15</b>
<b>Answers to Sample Questions: Performance Test.....</b>	<b>16</b>



## Introduction\*

Competencies required of citizens in an “Information Age” have been the topic of major education initiatives, political campaigns, and presentations in the mass media. Although different groups use slightly different terms to describe them, there is general agreement that competencies for the workplace of the twenty-first century are different from those required as we emerge from the industrial era. As prediction after prediction for the twenty-first century has been made, the role of technology—specifically of computer systems—remains a primary focus.

In May 1991, the North Carolina State Board of Education, as part of the Quality Assurance Program, established a computer proficiency requirement for graduation that was to begin with the class of 2000. In October 1995, the Board modified the requirement by making it effective beginning with the graduating class of 2001. Students who were in the eighth grade during the 1996–97 school year and thereafter must meet the computer proficiency requirement in order to receive a high school diploma.

For students who entered grade 8 from the 2000–2001 school year and beyond, the requirement is based on the 1998 computer skills curriculum as defined in the North Carolina *Standard Course of Study*. The goal of a computer skills requirement is to foster skill development so that students have sufficient computer skills for use in high school, at home, and in the workplace.

The computer skills curriculum has three major goals. The first goal is for students to understand the important issues of a technology-based society and to exhibit ethical behavior in the use of computer technology. Second, students must demonstrate knowledge and skills in using computer technology. Finally, students should be able to use a variety of computer technologies to access, analyze, interpret, synthesize, apply, and communicate information.

The computer skills curriculum should be introduced collaboratively by classroom teachers, media coordinators, and computer resource teachers. The results of a carefully planned computer skills program will be students who are problem solvers, information seekers and users, and effective communicators. These students will be prepared for a technology-filled twenty-first century.

This handbook has been prepared as a resource for students, parents, and teachers to provide information about the computer skills proficiency requirement for graduation and its implications for students who entered grade 8 from the 2000–2001 school year and beyond. In addition, this handbook provides information on what the tests are like, sample questions that measure the computer skills curriculum, and some test-taking strategies. The information contained within this document should assist students in acquiring a better understanding of the computer skills proficiency requirement as one standard students must meet to receive a North Carolina high school diploma.

\* Students with disabilities who are following the Occupational Course of Study show computer proficiency as specified in the Individualized Education Program (IEP).



## I. Questions about the Computer Skills Requirement

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**What is the computer skills requirement?**

Students are required to demonstrate proficiency in the skills and competencies of the K–8 computer skills curriculum for a high school diploma. This requirement is met by passing the North Carolina Tests of Computer Skills.

If you entered the eighth grade in the 2000–2001 school year and beyond, the computer skills tests will measure the goals and objectives of the 1998 computer skills curriculum as defined in the North Carolina *Standard Course of Study*.

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**Who has to take the tests?**

Students who entered the eighth grade during the 1996–97 school year and thereafter must demonstrate computer proficiency as a graduation requirement.

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**How, when, and where will I take the computer skills tests?**

You will be given the opportunity to demonstrate computer skills proficiency beginning at grade eight. A guidance counselor or teacher will tell you about the test schedule. Your tests will be given at your school and will not cost money.

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**How do I complete the computer proficiency requirement?**

The requirement is met by passing the computer skills tests independently of each other. Each student must take and pass a multiple-choice test and a performance test. The performance test requires students to demonstrate the use of a computer.

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**How will I know if I have passed the tests?**

Your guidance counselor or teacher will tell you if you pass. You will receive an individual student report with your test scores. Each student must receive a score of 47 or higher on the multiple-choice test and a score of 49 or higher on the performance test.

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**What happens if I fail the multiple-choice test by one point?**

The multiple-choice answer sheets are scored by your local school district. If a student fails the multiple-choice test by one point, the school system hand checks the answer sheet. Once you receive the test score, the school system stores the answer sheet in a secure locked location for six months. At the end of six months, the answer sheet is destroyed or recycled. You must take the multiple-choice test again if you do not pass.

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**What happens if I fail the performance test by one point?**

A contractor is used to score the performance test. Two independent readers score each performance test. If a student fails the performance test by one point, a third person scores the test. You must take the performance test again if you do not pass.

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**May I take both tests on the same day?**

It is not recommended that both tests be given on the same day. The multiple-choice test takes about 110 minutes to complete; the performance test takes about 133 minutes to complete.

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**Why do we have a computer skills requirement?**

We want to ensure that each student has sufficient computer skills to use at school and for personal use.

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**What if I don't pass the tests in the eighth grade?**

You will be given at least one opportunity each year to take the test or tests that you do not pass. Your school will provide you with the opportunity to receive extra help to develop your computer skills.

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**What if I pass one test but not the other?**

You will need to re-take only the test that you did not pass.

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**Will the same test be given every session?**

No. Different forms of the tests will be given. The objectives measured and the difficulty levels of the different forms will be the same.

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**What type of computer may I use to take the performance test?**

You will use the equipment in your school. With appropriate software, the test diskettes will work with Macintosh, DOS, or Windows-based microcomputers.

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**How can I prepare for the tests?**

Take the sample test in this handbook and check your answers. Contact your guidance counselor or teacher if you have questions.

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**Are there other testing requirements for graduation?**

Yes. Each student must meet the competency standard in reading and mathematics.<sup>1</sup> In addition, you must meet other state and local requirements. Check with your school guidance counselor when planning your high school courses to find out what the local and state graduation requirements are.

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<sup>1</sup> The first opportunity to meet this requirement is at the eighth grade. Contact your guidance counselor for more information.

**If I am a student who speaks English as a second language, may I receive extra time to take the test?**

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Students who speak English as a second language may be able to have accommodations, including extra time. The accommodation must be used routinely during instruction and similar classroom tests. Your school counselor can provide you with more information about accommodations.

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**If I am a student receiving special services, may I receive extra time to take the test?**

Students with disabilities may be able to have accommodations, including extra time. The accommodation must be used routinely during instruction and similar classroom tests. Your Individualized Education Program (IEP) or Written Accommodation Plan will note which accommodations you will be able to use when taking the computer skills tests.

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**If I have an Individualized Education Program (IEP), is there another way that I can meet the computer skills proficiency requirement?**

Some students with disabilities may show computer proficiency with the state portfolio accommodation instead of taking the computer skills test(s) if stated in the Individualized Education Program (IEP). IEP Teams decide if students will use the portfolio accommodation. Students may use the computer skills portfolio accommodation if they cannot take the tests or portions of the tests (a) under standard conditions or (b) with accommodations. When the portfolio is scored “at standard,” the computer skills proficiency requirement for graduation is met.

Students with disabilities who are following the Occupational Course of Study show computer proficiency as specified in their IEPs.

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## II. Contents of the Computer Skills Test

There are two computer skills tests, a multiple-choice test and a performance test. The multiple-choice test takes about 110 minutes to complete; the performance test takes about 133 minutes to complete. To meet the graduation requirements, you must pass both tests.

### The Multiple-Choice Test

The North Carolina Test of Computer Skills—Multiple-Choice will be given the way other multiple-choice tests are given (such as reading or mathematics). Students will use an answer sheet that will be machine scored. There will be 70 questions on the test. The test is based on the following:

-  Societal issues (that is, Ethics, Society Impact, Terms/Operations/Care)
-  Databases
-  Spreadsheet
-  Keyboard Utilization/Word Processing/Desktop Publishing
-  Multimedia Presentation
-  Telecommunications

### The Performance Test

The North Carolina Test of Computer Skills—Performance requires students to solve problems using software and a computer. Desktop publishing, database, and spreadsheet skills are assessed on the performance test. Each section is timed.

-  During the desktop publishing part of the test, you will retrieve a file and use keyboarding, editing, and formatting (for example, insert text, align text, cut and paste, spell check, change font size, use bold and italics) skills.
-  You will use a prepared database to answer questions. In some cases, you will need to describe how you found an answer. You should be able to use a database to sort information, search for information using more than one criteria, and add a field and records to another database.
-  You will use a prepared spreadsheet to answer questions. You should be able to use a spreadsheet to answer “What if” questions. You will need to label a new column and add records. You will also make a chart (graph).

### III. How to Take the Computer Skills Test

#### Before the Tests: Practice Test

The best way to prepare for these tests is to pay attention in class and learn all you can about how to use a computer. In addition, you should learn all that you can about the tests before you take them. Careful reading of this handbook will provide you with information about the tests. You can become familiar with the types of test questions by trying the sample questions in this handbook. Plan ahead so that you will feel prepared.

Be sure that you are familiar with the computer, operating system, and software that you will use to take the performance part of the test. Software used for the test includes *Clarisworks*, *Microsoft Works*, and *Microsoft Office*. Ask your teacher or guidance counselor about the software and computer that you will be using.

- Read this handbook.
- Do the sample items.
- Ask your teacher or counselor questions about parts you don't understand.

Preparation for testing is a mental and physical activity. Along with becoming familiar with the skills measured by the tests, you should try to feel your best. To be alert and energetic at test time, you should get a good night's rest and eat a good, typical breakfast on the day of the test.

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#### Before the Tests: Preparation

Plan ahead so that you will feel comfortable when you take your tests. Remember to bring your materials.

- Be prepared so you don't have to rush.
  - Wear comfortable clothing.
  - Bring two No. 2 pencils.
  - Ask your teacher or guidance counselor about other materials that you should bring.
-

## During the Tests:

The person giving the tests (test administrator) will try to make the testing situation comfortable and free of distraction.

- ☞ Concentrate on the tests. Do not allow yourself to be distracted. For example, do not let noises bother you.
  - ☞ Do the best that you can on your tests.
  - ☞ You should try to answer each question.
  - ☞ Schedule your time, follow directions, and use good test-taking strategies.
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## During the Tests: Scheduling Your Time

- ☞ Arrive on time so that you will be able to get organized before each test.
  - ☞ Make sure that you understand the time restrictions for your tests.
  - ☞ Keep working until you have finished the test. Some students may finish before you do.
  - ☞ Avoid unnecessary clock-watching. It breaks concentration and causes anxiety.
  - ☞ If you finish before others, check your work.
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## During the Tests: Following Directions

- ☞ Pay close attention to the sample exercises. These exercises are to help you understand what the items will be like. You will also learn how to mark your answers on the answer sheet.
  - ☞ For multiple-choice questions, mark only within the answer circle.
  - ☞ Erase all changed answers carefully. For multiple-choice questions, if the circle disappears, do not redraw it. Redrawn circles may be scored as your answer.
  - ☞ Erase all stray answers on your answer sheet. Stray marks may cause answers to be scored incorrectly.
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## IV. Test-Taking Strategies

### General Strategies

-  Follow all directions.
-  Read the whole question. Think about what the question asks before choosing your answer.
-  Try to answer every question before turning in your test booklet and answer sheet.
-  Don't spend too much time on any one question. Answer the easier questions first but be sure to note the questions you skip.
-  Come back to difficult questions. Try to eliminate some of the choices. Choose the best answer.
-  When you mark the multiple-choice answer sheet, make sure that the number on the answer sheet matches the number of the question you are answering.
-  Check your answers for mistakes.
-  Go back and recheck your answers if you finish before the testing session ends.

## V. Sample Test Questions

### Multiple-Choice Test

This test consists of 70 questions that ask you about the use of computers in society, hardware and software components, keyboarding, and how to use specific software applications—word processing, database, spreadsheet, and telecommunications.

**Directions:** To answer a question, first decide which is the *best* answer choice for a particular question. Then, find the question number on your answer grid (below) and make a mark in the circle containing the letter of the correct answer. Remember to mark only one answer for each question.

1	(A)	(B)	(C)	(D)
2	(A)	(B)	(C)	(D)
3	(A)	(B)	(C)	(D)
4	(A)	(B)	(C)	(D)
5	(A)	(B)	(C)	(D)
6	(A)	(B)	(C)	(D)
7	(A)	(B)	(C)	(D)
8	(A)	(B)	(C)	(D)
9	(A)	(B)	(C)	(D)

### Performance Test

This test consists of three parts—Desktop Publishing, Database Use, and Spreadsheet Use—that assess how well you can use software to perform specific functions. (By going to [www.ncpublicschools.org/accountability/testing/computerskills/handbook](http://www.ncpublicschools.org/accountability/testing/computerskills/handbook), you can practice the same sample performance questions in this handbook on the Internet using actual electronic files.\* If you need help, talk to your teacher.)

**Directions:** Read the directions at the beginning of each part. Then complete the task or questions. Either you or the teacher giving the test must print out some of your work for Desktop Publishing, Database Use, and Spreadsheet Use. You will also mark your answers in the space provided next to several questions in the Database Use and Spreadsheet Use parts of the test.

\*The electronic files for state computer skills performance tests on the Internet are available in the software packages (PC and Macintosh platforms) that are supported by the North Carolina Department of Public Instruction.

## Multiple-Choice Test

1. Trish is editing the last paragraph of her essay. She has decided to add another sentence before the last sentence. Which of the following would be the **most efficient** process?
- A Type the sentence in another document and then place it in her essay where she wants it.
  - B Type the sentence at the end of her essay and then move it to where she wants it.
  - C Type the sentence at the end of her essay, copy the new sentence, and then paste it where she wants it.
  - D Put the cursor at the point where she wants to add the sentence and then type the sentence.
2. Which search of an electronic phone directory would find only the Doe families living on Main Street in area code 919?
- A Name = "Doe" or Address = "Main Street" or Area Code = "919"
  - B Name = "Doe" and Address = "Main Street" or Area Code = "919"
  - C Name = "Doe" or Address = "Main Street" and Area Code = "919"
  - D Name = "Doe" and Address = "Main Street" and Area Code = "919"

3. Using the table below, what is the result in Cell C6?

	A	B	C	D
1			23	
2			12	
3			36	
4			9	
5				
6			= Sum (C1:C3)	

- A 80
  - B 71
  - C 59
  - D 57
4. What does rsmith represent in rsmith@mail.com?
- A domain
  - B host
  - C user's name
  - D address

5. Why is a web site an effective way to present a report on an animal that you are studying?
- A People like to read reports on computers.
  - B People can follow links to additional information, pictures, or animal sounds.
  - C People do not have to read the report; they can just look at the pictures and listen to the sounds.
  - D People can read a long report on one page by scrolling down so they do not have to go to another web page.
6. When is a storyboard *most* helpful?
- A at the end of a project to be sure the product is complete
  - B at the end of a project to be sure the product is linear
  - C during the project planning to be sure the product works
  - D in the middle of a project to be sure the product works
7. Which method is used to cite resource materials in multimedia projects?
- A bibliography of print resources
  - B bibliography of three main sources
  - C bibliography of online resources only
  - D bibliography of all resources
8. Jane's multimedia project group uses a picture from an electronic encyclopedia. Which of the following must Jane's group do?
- A Use the encyclopedia picture freely.
  - B Cite the source for the picture.
  - C Credit the group members for scanning the picture.
  - D List the names of the group members at the end of the project.
9. Who of the following owns the artwork created in a school computer lab using commercial software?
- A the student artist
  - B the school principal
  - C the school superintendent
  - D the software developer

## Performance Test

### Part I: Desktop Publishing

#### **Directions:**

1. Use your word processing program and the file called WPFIL.E.
2. Read the *scenario*.
3. Use the word processing file to respond to the five tasks below.
4. When you have finished, print your work.

#### ***Scenario:***

Your assignment is to edit and format a student newsletter for your school. Following the instructions below, edit and format the word processing file called WPFIL.E.

#### **Sample of WPFIL.E file**

The Social Studies TV Project Update

May 2000

Volume 4, #3

The Big Four Became the Big Three

*We are all familiar with the ABC, CBS, and NBC networks, but a fourth “major” network helped turn television from a novelty enjoyed mainly by scientists and a few owners of sets in New York City into a popular entertainment medium enjoyed by millions of viewers across the nation.*

#### **TV Study to Be Televised**

The members of Ms. Roberta Romano’s eighth-grade social studies class hope their schoolmates and friends will watch the six o’clock evening news on WRAM-TV next Friday. Earlier in the afternoon, newscaster Warren Leonard will visit the class to interview students while preparing The Social Effects of Television in 1958 to send to the printers. The 96-page pamphlet will include statistics the students produced during their 16-week study of the influence of television programming on American society in 1958.

1. Center the newsletter title, *The Social Studies TV Project Update*, in bold 24-point type.
2. In the first article, *The Big Four Became the Big Three*, make the following edits:
  - Center the title in bold 14-point type
  - Single space and left-align the text in regular 12-point type
  - Indent the paragraph
3. In the second article, *TV Study to Be Televised*, italicize the title, *The Social Effects of Television in 1958*.
4. Use the spell checker to make certain all words are spelled correctly.
5. Below the last article, key in the following article: *Paying for Noticeable Names*. Remember to:
  - Key as accurately as possible the title and paragraph in the box below
  - Center and format the title in bold 14-point type
  - Indent the paragraph
  - Left-align the text in 12-point type
  - Use correct keyboarding techniques
  - Use word wrap and ignore any differences between what you key and how the paragraph appears on this page
  - Use the spell checker

### **Paying for Noticeable Names**

During the 1958 television season, advertisers were careful to get full value for their investments by putting the names of their companies in the titles of programs such as *Lux Playhouse*, *The Dinah Shore Chevy Show*, and *Lawrence Welk's Plymouth Show*.

## Performance Test Part II: Database Use

### Directions:

1. Use your database program and the files called DBFILE and DBSHORT.
2. Read the *scenario*.
3. Use the database file called DBFILE to respond to questions 1 and 2 below.
4. Use the database file called DBSHORT to respond to question 3 below.
5. When asked to “describe the steps you took to find your answer,” use appropriate database terms (for example, “Sorted the MONTHS EXISTED field in ascending order” or “Searched the MONTHS EXISTED field for all records greater than 200”).

### *Scenario:*

Your social studies class has created a database containing information on the 106 network television shows shown during the evenings in the fall of 1958, the first year that all major networks had a full evening schedule. The database DBFILE is complete through December 1998, and your task is to answer the following questions.

### Sample Record from DBFILE database (incomplete)

PROGRAM: Alfred Hitchcock Presents  
BROADCAST DAY: Sunday  
NETWORK: CBS  
TIME STARTED: 9:30  
TIME ENDED: 10:00  
MINUTES LONG: 30  
GENRE: Suspense Anthology  
LEAD PERFORMER: Alfred Hitchcock

- \_\_\_\_\_ 1. Which program lasted for the greatest number of YEARS ON TV?
- \_\_\_\_\_ 2. Which program had a MONTHS EXISTED number greater than 150 months and a YEARS ON TV number less than 5?

**Explanation:** Use database terms to describe the steps you took to find your answer for question 2.

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PROGRAM	NETWORK	GENRE	LEAD
Bat Masterson	NBC	Western	Gene Barry
Ed Sullivan Show	CBS	Variety	Ed Sullivan
Leave It To Beaver	ABC	Situation Comedy	Barbara Billingsley
This is Music	ABC	Music	Colin Male

3. Close the database file called DBFILE. Next open the database file called DBSHORT. Follow the instructions below:

- Add a new field named BROADCAST DAY (the new field may be added before or after any pre-existing field)
- In the new field named BROADCAST DAY, enter the following day for each program:
  - Wednesday (for *Bat Masterson*)
  - Sunday (for the *Ed Sullivan Show*)
  - Thursday (for *Leave it to Beaver*)
  - Monday (for *This is Music*)

Print your final DBSHORT file.

## Performance Test

### Part III: Spreadsheet Use

**Directions:**

1. Use your spreadsheet program and the file called SSFILE.
2. Read the *scenario*.
3. Use the spreadsheet file to respond to questions 1 - 4 below.

***Scenario:***

Your social studies class is studying advertising on television in 1958. Your teacher has created a spreadsheet to estimate the number of viewers in the neighborhood around your school who would have seen advertisements for nine programs that were popular in 1958. Your assignment is to test the spreadsheet by answering the five questions below. After answering these questions, your teacher wants you to add new information to the file, SSFILE, and create a chart (graph) for presentation to your social studies class.

Program	Weeks Ad Ran	Rating	Weekly Viewers	Times Ad Viewed
Gunsmoke	0	40	208	0
Wagon Train	0	36	187	0
Have Gun Will Travel	0	34	177	0
The Danny Thomas Show	0	32	166	0
Maverick	0	30	156	0
The Price Is Right	0	30	156	0
Wanted: Dead or Alive	0	28	146	0
The Perry Como Show	0	27	140	0
Sugarfoot	0	27	140	0
TOTAL VIEWERS WATCHING ADS			0	

- \_\_\_\_\_ 1. If an ad ran for 7 weeks on *The Price Is Right*, how many times would the ad have been viewed?
- \_\_\_\_\_ 2. If an ad on *Gunsmoke* was viewed 1,872 times, how many weeks did the ad run?

3. To the right of the “Times Ad Viewed” column on the spreadsheet, label a new column “Network.” In the rows under “Network,” enter the following networks for each program:

- CBS (for *Gunsmoke*)
- NBC (for *Wagon Train*)
- CBS (for *Have Gun Will Travel*)
- CBS (for *The Danny Thomas Show*)
- ABC (for *Maverick*)
- NBC (for *The Price Is Right*)
- NBC (for *Wanted: Dead or Alive*)
- NBC (for *The Perry Como Show*)
- ABC (for *Sugarfoot*)

In the rows under the “Weeks Ad Ran” column, enter 7 for each program.

4. Using the spreadsheet, create a chart (graph). Choose the chart (graph) that will best display the following information:

- Column labels (Program, Weeks Ad Ran, Rating, Weekly Viewers)
- All data in the 4 columns (Program, Weeks Ad Ran, Rating, Weekly Viewers)
- Do not include the “Times Ad Viewed” column, the “Network” column, or the “TOTAL VIEWERS WATCHING ADS” row

Print your final spreadsheet and chart (graph).

## Answers to Sample Tests and Notes

### Multiple-Choice Test

1. The correct answer is D. This question measures your ability to create, format, save and print a word processed document.
2. The correct answer is D. This question measures your ability to apply searching and sorting strategies used in a database.
3. The correct answer is B. This question measures your ability to enter and edit data in a prepared spreadsheet and observe the results.
4. The correct answer is C. This question measures your ability to use e-mails as a means of communication.
5. The correct answer is B. This question measures your ability to use telecommunications to share and publish information.
6. The correct answer is C. This question measures your ability to create a multiple-outcome storyboard as a class activity.
7. The correct answer is D. This question measures your ability to research, create, publish, and present projects related to content areas using a variety of technological tools.
8. The correct answer is B. This question measures your ability to demonstrate an understanding of copyrights by citing sources of copyrighted materials in papers, projects, and multimedia presentations.
9. The correct answer is A. This question measures your ability to recognize an individual's rights of ownership to computer-generated work.

### Scoring

The local school system scores the computer skills multiple-choice tests using a computer. Each multiple-choice test question is scored 0 (incorrect) or 1 (correct). The student responses are added together to produce a total raw score (or total number of test questions answered correctly). The total raw score is then converted to a scale score. Individual scores are reported as scale scores on a scale that ranges from 20 to 80. The passing score for the computer skills multiple-choice test is a scale score of 47 or higher.

## Answers to Sample Tests and Notes Performance Test

### Scoring the Performance Sample Test Questions

The computer skills performance test questions are hand-scored by at least two scorers to make sure that the scores are accurate. The scorers use a standard raw score scale that is called a rubric. The rubrics differ for each test question and are determined by the difficulty of the question.

Each performance test question is given a raw score point using the scoring rubrics. The raw score points for each section are then added together and converted to a scale score for the section. The scale scores for each section are then combined to create an overall weighted raw score for the test. This score is then converted into the final scale score. Individual scores are reported as scale scores on scales that range from 18-82. The passing score for the computer skills performance test is a scale score of 49 or higher.

The scoring rubrics for the performance sample test questions in this handbook provide teachers and students the opportunity to see how an individual test question is awarded a specific raw point using a scoring rubric. A specific scale and criteria is used to determine the raw score point for each test question. Some test questions may only have a scale of 0 to 1, whereas others may be able to receive a score as high as 2, 3, or 4. Each score point for the test question has a description of the criteria that must be met in order to receive its appropriate score point. Test questions that are scored on a 0 to 1 score scale, usually are identified as either correct or incorrect. Other test questions, which may have the possibility of receiving a score higher than 1, have more detailed descriptions for each score point criteria (for example, 2 out of 3 things must be correct, etc.). In many ways, this is like giving partial credit to a student for work that has been completed but is not totally correct.

Scoring rubrics are created to most accurately measure a student's ability to successfully complete the requirements of the individual task without compromising the validity of the test question.

Information is provided below about the rubrics used to score the performance sample questions located in this handbook.

Part I: Desktop Publishing. The tasks in this section measure your ability to edit and format a word processing file. Tasks measure the ability to align text, change font type and size, use a spell checker, and demonstrate keyboarding techniques.

#### **Item 1: centering the newsletter title in 24-point type**

*Score Point 0:* None of the task is correctly completed. The title is neither centered nor in bold 24-point type.

*Score Point 1:* Some part of the task is correctly completed, but some part is either omitted or incorrectly done.

*Score Point 2:* All parts of the task are correctly completed.

- Centered
- Bold format
- 24-point type

**Item 2: editing first article**

*Score Point 0:* None of the tasks are correctly completed.

*Score Point 1:* At least one of the tasks is correctly completed.

*Score Point 2:* At least five of the tasks are correctly completed.

*Score Point 3:* All tasks are correctly completed.

- Title of article centered
- Title of article in bold format
- Title of article in 14-point type
- Text is single-spaced
- Text is left aligned
- Text in regular format
- Text in 12-point type
- Paragraph indented

**Item 3: italics**

*Score Point 0:* The italicizing task is not correctly completed.

*Score Point 1:* The italicizing task is correctly completed.

**Item 4: spell checking**

*Score Point 0:* The spell checking task is not correctly completed.

*Score Point 1:* The spell checking task is correctly completed.

**Item 5: keying of article**

*Score Point 0:* There is no evidence that an attempt was made to key in the required article.

*Score Point 1:* The keyed article falls into one of the three categories below:

- Article contains 5 or more errors in keying and spacing combined and may or may not be keyed to the end.
- Article contains 2 to 4 errors in keying and spacing combined and is not keyed to the end.
- Article contains zero or one error(s) in keying and spacing combined but is not keyed through the first paragraph.

*Score Point 2:* The keyed article falls into one of the two categories below:

- Article contains 2 to 4 errors in keying and spacing combined and is keyed to the end.
- Article contains zero or one error(s) in keying and spacing combined, is keyed through the first paragraph, but is not keyed to the end.

*Score Point 3:* The document contains zero or one error(s) and is keyed to the end.

## Part II: Database Use.

- 1. The correct answer is “Walt Disney Presents.” This question measures your ability to sort a database.**

*Score Point 0:* Answer is incorrect or missing.

*Score Point 1:* Answer is correct.

- 2. The correct answer is “Adventures of Ellery Queen.” Your answer is also scored for how well you explain how you determined your answer to the question (“I searched the field MONTHS EXISTED for all records > 150 and searched the field YEARS ON TV for all records < 5”). This question measures your ability to search a database using more than one criterion to solve a problem.**

*Score Point 0:* Answer is incorrect or missing, and the explanation is either incorrect or not attempted.

*Score Point 1:* Answer is correct, but the explanation is either incorrect or not attempted; or the explanation is correct, but the answer is either incorrect or not attempted.

*Score Point 2:* Both the answer and explanation given are correct.

- 3. This question measures your ability to add a new field and records into a database.**

*Score Point 0:* There is no attempt made to insert a new field or records.

*Score Point 1:* A new field is displayed somewhere in the database.

- The new field may lack the correct label or may be missing a label altogether.
- The new field contains data that is incomplete or incorrect.

*Score Point 2:* A new field is displayed somewhere in the database.

- The new field contains a label with a minor error(s) and/or;
- The new field contains data with a minor error(s).

*Score Point 3:* A correctly labeled new field is displayed somewhere in the database, and it contains complete and correct data.

## Part III: Spreadsheet Use.

- 1. The correct answer is “1,092.” This question measures your ability to use a spreadsheet to answer simple “What if” statements.**

*Score Point 0:* Answer is incorrect or missing.

*Score Point 1:* Answer is correct.

- 2. The correct answer is “9.” This question also measures your ability to use a spreadsheet to answer simple “What if” statements.**

*Score Point 0:* Answer is incorrect or missing.

*Score Point 1:* Answer is correct.

- 3. This question measures your ability to label a column and enter data into spreadsheet cells.**

*Score Point 0:* None of the tasks are completed correctly.

*Score Point 1:* At least one of the tasks is completed correctly.

*Score Point 2:* At least two of the tasks are completed correctly.

*Score Point 3:* All three tasks are completed, but there may be a minor error (i.e., minor typing errors).

*Score Point 4:* All three tasks are correctly completed.

- Column labeled
- Correct data entered into appropriate cells of newly-labeled column
- Correct data entered into cells of second identified column.

- 4. This question measures your ability to create a chart (graph) using specific data within the spreadsheet.**

*Score Point 0:* There is no chart (graph) with any relevant information displayed.

*Score Point 1:* There is a chart (graph) with some correct information displayed.

- A portion of the information is correct.
- The information displayed is correct, but the chart (graph) possesses additional information not required by the task.

*Score Point 2:* There is a chart (graph) with all correct information displayed.









